

2017 IIME REPORT

Country/Region [CANADA]

School [Lincoln M. Alexander S. S.] Teacher [Anura Bellana] Grade (9-11) Members(8)

JP school [Ena High School] Teacher [Emi Hikozaaka]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Planning	Introductions, researching dance styles and their origins. Sharing this information with the Japanese students.	10
Producing	Responding to the ideas and compositions received from the Japanese students by recomposing, drawing and painting	20
Reflecting	Showing the mural at the front foyer of the school and looking back at the whole process.	3

Theme and Message of the mural

Theme	Cultural Expressions in Performing Arts
Message United thoughts to share with the world	Coming together of diverse cultural expressions of the World.



Effects and the Problems

Effects your students have gained	Points for further improvement
Learned about indigenous cultural traditions of Canada that are often neglected by past and current education systems. We also explored traditional cultural expressions of Japan thanks to the English club members of Ena high school.	Further explore these traditions through comparative means.

How has your impression toward your partner's country/region and the world changed?

Changes in the students	Changes in the teachers
There is so much to explore within Japanese culture and traditions beyond Manga.	Possibilities of cross-cultural teaching within other regions of the world.

Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	Sept.	-Introductions -Exchanging of emails -Sharing ideas for the mural	- they found exchanging of ideas were very slow	Visual Art
SHARE Research on the theme	Oct.	-Researched indigenous and contemporary dance styles (used internet sources as well as personal experiences)	- Students began be interested in the cultural expressions of the indigenous people of Canada - Also appreciated the traditional Japanese dance forms	Visual Art
UNITE United message/ Mural design	Nov. Dec	-There is so much to discover in each other	-Glimpse of hope for the future	Visual Art
CREATE Mural painting	Feb	-composed responding to Japanese student's composition -drew these compositions on the canvas - painted the compositions	-enjoyed the physicality of mixing and applying paint onto the canvas - worked cooperatively with each other - resolved aesthetic differences by negotiating	Visual Art
APPRECIATE Reflection/ Appreciation	Mar	-Showed the mural in the school hallway to an appreciative audience	-Enjoyed the praise for their hard work	Visual Art

Effect and evaluation gained through the collaborative learning

Evaluation: Rank 5 to 1 (5: very effective / 4: effective / 3: so-so / 2: not so effective / 1: not effective at all)

Expected effect	Evaluation	Scenes / points teachers felt the effects
Understanding your own cultures	4	-was able to get them somewhat interested in a traditionally neglected part of Canadian culture (indigenous cultures)
Understanding your partner's cultures	4	-Japan is more than Manga
Information literacy (research, share)	4	-Students were able to apply their previous knowledge of research methodologies
Communication ability (interactive exchange)	3	-Communication with Japanese students were not smooth as they expected
Critical thinking (objective, critical views)	3	-We were only able to access limited amount of critical thinking with this project
Active learning and action	4	-Students learned through experience (communicating with Japanese peers, reaching their own topic, expressing their ideas in visual form)
Collaboration (in the class, with partners)	5	-Students enjoyed being in a group and accomplishing a task
Expression ability (in words, in pictures)	4	-They found various visual solutions to problems of expressing their ideas (through colours, lines, shapes, forms, and textures)
Appreciation ability (the mural, the whole collaborative learning)	4	-We exhibited the mural for a very brief time in our school hallway. Students enjoyed talking about the mural.